![Indiana Department of Education logo]

Staff Performance Evaluation Plan Submission Coversheet

SY 2021-22

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name:	Hope Academy
School Corporation Number:	9651
Evaluation Plan Website Link:	www.hopeacademyrhs.org

For the 2021-2022 School Year, we have adopted the following Evaluation Model:

☐ The System for Teacher and Student Advancement (TAP)

☐ The Peer Assistance and Review Teacher Evaluation System (PAR)

☐ RISE State Model

☐ Locally Developed Plan

☒ Other: Modified RISE

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:
Once completed, please **upload this coversheet to DOE Online under Legal Assurance 12 by Friday, September 17.** If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this coversheet as a single PDF.

Annual Evaluations			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate **all** certificated employees, including teachers, administrators, counselors, principals and superintendents	1-6

Rigorous Measures of Effectiveness			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	• Observation rubrics - for **all** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (*e.g.,* surveys)	1D,3,4,5,6,7

| Designation in Rating Category			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☐ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	• Definition of performance categories • Summative scoring process that yields placement into each performance category	1D,1E,`F,3
☐ A definition of negative impact for certificated staff ☐ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	• Definition of **negative impact** on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth	1B,1G,1H,2L, 2M,3,5, 2P
☐ All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	• Summative scoring process that yields placement into each performance category	1B,1C,3,4

		• Weighting (broken down by percentage) of all evaluation components	

Evaluation Feedback

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	• Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development	2L,1A,1G

Evaluation Plan Discussion

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Evaluation Plan must be in writing and explained before the evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	2N,2O

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	• Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators	2K,6
☐ Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	• Description of who will serve as evaluators • Process for determining evaluators	NA
☐ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	• Description of ongoing evaluator training	2K,8

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	● System for delivering summative evaluation results to employees	1A,2J,9
☐ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	● Remediation plan creation and timeframe ● Process for linking evaluation results with professional development	1G
☐ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	● Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	1L,1D
☐ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	● Process for teachers rated as ineffective to request conference with superintendent	1H

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	● Process for ensuring students do not receive instruction from ineffective teachers two years in a row	2M
☐ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	● Description of how parents will be informed of the situation	2M
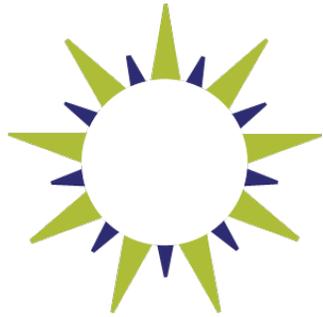
HOPE ACADEMY

HIGH SCHOOL

2021 - 2022
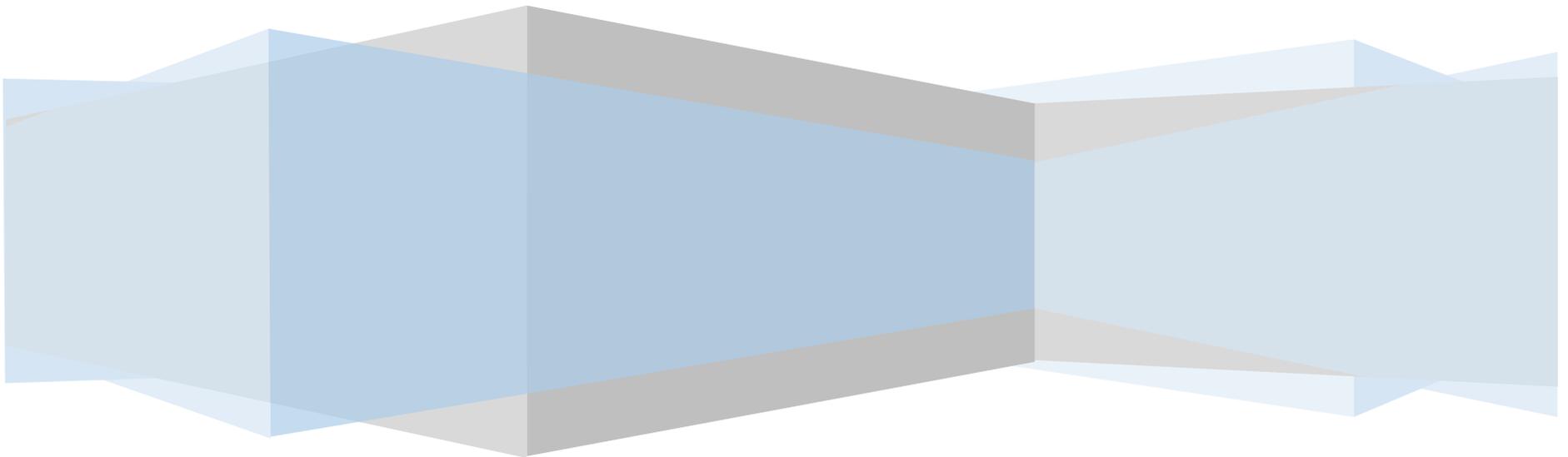
Overview:

Hope Academy is a tuition-free, charter high school that provides educational excellence and an achievement-oriented curriculum with the promotion of sobriety and personal growth. Hope Academy is for high school students who have had primary treatment for alcohol/drug addiction or are in recovery and engaged in a recovery-based lifestyle. We are the only recovery high school in the state of Indiana and only one of 40 in the nation. Because we serve a dual purpose, preparing student academically as well as focusing on recovery, our evaluation system for staff reflects this dual purpose.

We are using a modified version of the RISE evaluation model. Due to our enrollment, teachers often teach blended curricular classes, especially in the areas of math and English. The number of students in each class does not allow for the teachers to use the statewide assessments for evaluative purposes. Instead, teachers will use pre/post assessment results for each course, as well as growth demonstrated through NWEA testing.

The Teacher Evaluation Process:

All certified staff will be evaluated annually, using a modified version of the RISE evaluation system.
   A. At a minimum, evaluations will include two 30 minute classroom observations, one each semester. Within five days of the observation, the principal or designee will meet with the teacher to review the observation to offer feedback. If needed, the principal/designee and the teacher will develop a plan for improving instruction including strategies, professional development, and timelines.
   B. The teacher and the principal/designee will discuss and agree upon the curriculum pacing, assessments and materials.
   C. The school will establish School Wide metrics that are aligned to our School-Specific Goals with the Mayor's office.
   D. Teachers will be evaluated using the rubrics for all four Domains from RISE and will be required to submit a portfolio containing documents as evidence for Domains 1 and 3. The Guidance Counselor will be evaluated using all four Domains from the American School Counseling Association rubric.
   E. Domain 2 will be addressed through Principal/Designee evaluations, based on the RISE Domain 2 rubric.
   F. Domain 4 will be based on the RISE Domain 4 rubric.
   G. Any teacher receiving a rating of Ineffective or Improvement Necessary will meet with the principal/designee to develop and implement a plan for improvement. This plan will include a timeline for professional development, feedback based on formal and informal observations, and clearly defined strategies for improvement.
   H. Any teacher rated as Ineffective may request a meeting with the Hope Academy Director to review the evaluation rating and/or to request a second evaluator.

I. All professional development activities will count as license renewal credits. These activities include school-sponsored professional development, as well as outside workshops, courses, etc.

J. It is the responsibility of the principal/designee to maintain the timeline and to monitor and assess all required documentation.

K. The principal/designee will serve as the primary evaluator for the certificated staff. As a former IPS administrator, she has been trained in the RISE evaluation process and rubrics through TNTP for three consecutive years. Additionally, the Director of Curriculum will serve as an educator evaluator. She has also been trained in the RISE evaluation process and rubrics through TNTP over a span of several years.

L. Through the evaluation process and through informal observations, if a specific RISE indicator is not consistently observed from any one or group of teachers that indicator will serve as a focus area for professional development.

M. Hope Academy employs only 1 teacher in each subject area. Therefore, in order to avoid having a student being instructed by an ineffective teacher for two consecutive years, that student would be placed into our online program with a different teacher. In this situation, the principal/designee would meet with any parent(s) impacted by this to explain the reasoning and the process.

N. The principal/designee will discuss with staff the evaluation process, forms, and expectations with staff by October 15th of each school year.

O. The principal/designee and COO will present to the school board any revisions of this Evaluation Plan by September 1st of each school year.

Hope Academy
Teacher Evaluation Summary

Teacher _____   **Subject/Grade** _____
School Year _____   **Date** _____

Teacher Effectiveness Summary

	Rating (1-4)	Weight (%)	Weighted Rating (Rating x Weight)
Domain 1: Planning		10%	
Domain 2: Instruction		75%	
Domain 3: Leadership		15%	
Domain 4: Professionalism			(-1.0)
Final Score			

Teacher Rating (Note: Borderline points always round up)

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0   1.75   2.5   3.5   4.0

I have met with my evaluator to discuss the information on this form and have received a copy.

Teacher Signature_____ **Date** _____

I have met with this teacher to discuss the information on this form and have received a copy.

Evaluator Signature _____ **Date** _____
Teacher _____   **Subject/Grade** _____
School Year _____   **Date** _____

Guidance Counselor Evaluation Summary

Teacher _____   **Subject/Grade** _____

School Year _____   **Date** _____

Teacher Effectiveness Summary

	Rating (1-4)	Weight (%)	Weighted Rating (Rating x Weight)
Domain 1: Academic Achievement		10%	
Domain 2: Student Assistance Services		75%	
Domain 3: Career Development		15%	
Domain 4: Professionalism			(-1.0)
Final Score			

Domain 4: Professionalism – if the teacher "Meets Standard", deduct 0 points. The final Teacher Effectiveness Rubric score remains the same. If the teacher "Does not Meet Standards", deduct 1 point from the score calculated.

Teacher Rating (Note: Borderline points always round up)

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0   1.75   2.5   3.5   4.0

I have met with my evaluator to discuss the information on this form and have received a copy.

Teacher Signature_____   **Date** _____

I have met with this teacher to discuss the information on this form and have received a copy.

Evaluator Signature _____   **Date** _____

Hope Academy
Observation

Teacher_____   **Class** _____

Date   _____   **Time In**_____   **Time Out** _____

    1. **Number of students engaged/number of students**   _____

    2. **Standard** _____

    3. **Level of Activity/Questioning** _____
        (knowledge, comprehension, application, analysis, synthesis, evaluation)

    4. **Classroom Culture** _____
        (positive interactions, mutual respect is evident)

    5. **Classroom environment** _____
        (evidence of student work, celebrations, content rich, standard/objectives posted)

Domain 2 Observed:
____ **2.1 Develop Student understanding and mastery of lesson objectives**
____ **2.2 Demonstrate and clearly communicate content knowledge to students**
____ **2.3 Engage students in academic content**
____ **2.4 Check for understanding**
____ **2.5 Modify instruction as needed**
____ **2.6 Develop higher level of understanding through rigorous instruction and work**
____ **2.7 Maximize instructional time**
____ **2.8 Create classroom culture of respect and collaboration**
____ **2.9 Set high expectations for academic success**

Comments:
Observer _____

HOPE ACADEMY PRINCIPAL
CRITERIA-BASED PERFORMANCE/COMPETENCY EVALUATION

Position Title: _____Principal_____ **Employee:_____**

Department : _____*Hope Academy*_____ **Hire Date: _____**

EM=EMPLOYEE SELF ASSESSMENT   **EV=EVALUATOR ASSESSMENT**

ESSENTIAL JOB FUNCTIONS	COMPETENCY/PERFORMANCE EVALUATING RATINGS
	0=No Experience/Not Applicable
	1=Improvement Needed/Minimal Experience/Meets Some Standards
	2=Meets Standards/Performs Without Supervision
	3=Exceeds Standards/Commendable Performance/Acts As A Resource Person

	Initial Assessment Date:_____ Initials:_____ EM	180 Day Assessment Date:_____ Initials:_____ EM		Annual Assessment Date: Initials: RG/LG EM	EV	Annual Assessment Date: Initials: EM	EV	Annual Assessment Date:_____ Initials:_____ EM	EV	Annual Assessment Date: EM	EV
Educational Leadership											
1. Articulates a clear vision for the school and its efforts.											

	Initial Assessment Date: _____ Initials: _____ EM		180 Day Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: Initials: RG/LG EM	EV	Annual Assessment Date: Initials: EM	EV	Annual Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: EM	EV
Educational Leadership													
2. Encourages innovations toward improvement of teaching and learning.													
3. Sets and clarifies measurable objectives													
4. Generates enthusiasm and works to persuade others to work together to accomplish common goals.													
5. Develops resources outside the school that improve the quality of teaching and learning.													
6. Clearly articulates expectations regarding the performance of others.													
7. Acknowledges achievement and accomplishment of others.													
8. Leadership guides and nurtures the vision of the school, maintaining effective systems and policies to support success													
9. The school leader has established and intentionally drives the structures that support student learning and maximizes success – defining the culture of the school; and supporting operations in all areas.													
10. School Leadership works with community leaders and stakeholders to develop opportunities for partnership in supporting													

	Initial Assessment Date: _____ Initials: _____ EM		180 Day Assessment Date:_____ Initials: _____ EM	EV	Annual Assessment Date: Initials: RG/LG EM	EV	Annual Assessment Date: Initials: EM	EV	Annual Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: EM	EV
Educational Leadership												
student learning.												
Educational Leadership Standard Totals												
Teamwork												
1. Supports the ideas and views of team members to solve problems.												
2. Encourages others to share their ideas.												
3. Contributes ideas toward achieving a solution.												
4. Assists in the operational tasks of the team.												
5. Seeks input from others regarding their own ideas and solutions.												
6. Assist the team in maintaining the direction needed to complete a task.												
7. Seeks a consensus among team members.												
Teamwork Standard Totals												
Sensitivity												

	Initial Assessment Date: _____ Initials: _____ EM		180 Day Assessment Date:_____ Initials: _____ EM	EV	Annual Assessment Date: Initials: RG/LG EM	EV	Annual Assessment Date: Initials: EM	EV	Annual Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: EM	EV
Educational Leadership												
1. Deals appropriately and tactfully with people from different backgrounds.												
2. Anticipates responses of others and acts to reduce negative impact.												
3. Communicates necessary information to the appropriate persons in a timely manner.												
4. Responds tactfully to others in emotionally stressful situations or in conflict												
5. School leadership maintains expectations for, and supports, well designed curriculum, and effective instructional practice aligned with state standards, varied in rigor and rich in design.												
6. Leadership lays cultural foundation that supports development of whole child, providing resources for achieving.												
Sensitivity Standards Totals												
Judgment												
1. Assigns appropriate priority to issues and tasks.												
2. Avoids reaching quick conclusions and making decisions with limited data.												
3. Evaluates information to determine the important elements.												

	Initial Assessment Date: _____ Initials: _____ EM		180 Day Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: Initials: RG/LG EM	EV	Annual Assessment Date: Initials: EM	EV	Annual Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: EM	EV
Educational Leadership												
4. Communicates a clear rationale for a decision.												
Judgment Standards Totals												
Results Orientation												
1. Takes action to move issues toward closure in a timely manner.												
2. Takes responsibility to implement initiatives to improve teaching and learning.												
3. Considers the long-term and short-term implications of a decision before taking action.												
4. Sees the big picture.												
Results Orientation Standards Totals												
Organizational Ability												
1. Delegates responsibilities to others.												
2. Plans follow-up to monitor progress and												

	Initial Assessment Date: _____ Initials: _____ EM		180 Day Assessment Date:_____ Initials: _____ EM	EV	Annual Assessment Date: Initials: RG/LG EM	EV	Annual Assessment Date: Initials: EM	EV	Annual Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: EM	EV
Educational Leadership												
delegated responsibilities.												
3. Develops action plans.												
4. Establishes timelines, schedules and milestones.												
5. Well prepared for meetings.												
Organization Ability Standards Totals												
Communication												
1. Demonstrates effective presentation skills, e.g., opening and closing comments, eye contact, enthusiasm, rapport, use of visual aids.												
2. Speaks articulately.												
3. Uses grammar properly.												
4. Clearly presents thoughts and ideas in large and small group presentations.												
5. Writes concisely												
6. Expresses ideas in writing.												

	Initial Assessment Date: _____ Initials: _____ EM		180 Day Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: Initials: RG/LG EM	EV	Annual Assessment Date: Initials: EM	EV	Annual Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: EM	EV
Educational Leadership												
7. Writes appropriately for different audiences.												
Communication Standards Totals												
Development of Others												
1. Shares information and expertise from personal experiences.												
2. Motivates other to change behaviors that inhibit professional and organizational growth.												
3. Gives behaviorally specific feedback focusing on behaviors, not the person.												
4. Asks the person what he/she perceives to be strengths and weaknesses and what he/she wants to improve.												
5. Seeks agreement on specific actions to be taken for development and growth.												
6. Guides and nurtures development of all staff.												
Development of Others Standards Totals												

	Initial Assessment Date: _____ Initials: _____ EM		180 Day Assessment Date:_____ Initials: _____ EM	EV	Annual Assessment Date: Initials: RG/LG EM	EV	Annual Assessment Date: Initials: EM	EV	Annual Assessment Date: _____ Initials: _____ EM	EV	Annual Assessment Date: EM	EV
Educational Leadership												
Understanding own Strengths and Weaknesses												
1. Recognizes and communicates own strengths.												
2. Recognizes and communicates own developmental needs.												
3. Actively pursues personal growth through participation in planned developmental activities.												
Understanding own Strengths and Weaknesses Standards Totals												
Personnel Management												
1. Assists with recruitment and interviewing of potential staff.												
2. Assists in ensuring all staff are evaluated according to personnel policies.												
3. Assists in ensuring that all new employees are oriented to development plans and activities.												

	Initial Assessment Date: _____ Initials: _____ EM		180 Day Assessment Date:_____ Initials: _____ EM EV		Annual Assessment Date: Initials: RG/LG EM EV		Annual Assessment Date: Initials: EM EV		Annual Assessment Date: _____ Initials: _____ EM EV		Annual Assessment Date: EM EV	
Educational Leadership												
Personnel Management Totals												

Annual Assessment Signatures:	Supervisor Signature/Date	Employee Signature/Date